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ABSTRACT

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with core competencies necessary for human service workers as a group. Addressed in the individual sections of the volume are the following skill areas: client interactions, service delivery, personal and professional development, work management skills, public relations, policy and procedures, legal responsibility, human development, and communication skills. Each section contains a main objective, a series of enabling objectives, and ratings for the scale of importance and the levels of independence measures for the following human services occupations: financial assistance worker, rehabilitation officer, health care worker, family support worker, child care counselor, social worker, and district supervisor. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume are a list of definitions, a job profile chart, and a discussion of the methodology used to identify the core objectives. (MN)

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JOB ROLES IN HUMAN SERVICES

Volume 2

Core Competencies

Ministries of Education and Human Resources

CE 040 615

Task Analysis in Human Services

A Special Project
Common Core Competencies

Submitted to:

Ministry of Education
Post-secondary Department
Academic/Technical Programs Branch

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I INTRODUCTION

This book of objectives is one in a series of eight. The series is the result of a special project funded by the Ministry of Education, Post-Secondary Department, in cooperation with the Ministry of Human Resources.

The intent of the project was to formulate for training and educational purposes a competency-based analysis of employment categories in Human Services.

The Ministries of Education and Human Resources specified seven job categories to be analyzed. The objective of the project was to analyze the seven jobs to identify skills and knowledge necessary for competent performance of the job and to specify the objectives required to perform each of the skills identified. In addition, the job categories were reviewed and a core of knowledge and skills common to each was extracted and is presented in this book. This analysis serves the following purposes:

Provide specific information for colleges and universities to use in developing curriculum in Human Services programs.

Appropriately emphasize the depth and scope of the initial training required to enter the occupation.

Develop instruments that will assist supervisors and employees to pinpoint learning needs and develop individualized training plans.

Provide a basis to identify retraining needs for individuals to allow job mobility within the field.

Provide a basis for the development of programming within the Ministry of Human Resources for areas not covered by college and university programs.

Provide the basis for development of a diagnostic test as a challenge mechanism to facilitate upgrading.

Provide information necessary for career pathing.

Provide a basis for the development of screening tests to qualify candidates for competition.

Provide basic information for the development of data gathering instruments necessary in building skills inventories for manpower planning purposes.

II DEFINITION OF TERMS

A. Description of Skills and Knowledge

To define as precisely as possible the depth of knowledge required for the tasks in the various job roles, Krathwohl's Taxonomy was used. The levels of knowledge, as specified by this taxonomy, and examples of verbs used to write objectives describing knowledge and skills that occur at each level are as follows:

1. knowledge (e.g. aware of, recognize, identify);
2. comprehension (e.g. explain, describe);
3. application (e.g. construct, draw, navigate);
4. analysis (e.g. discuss, classify);
5. synthesis (e.g. prepare, plan, relate);
6. evaluation (e.g. assess, judge, appraise).

B. Scale of Independence and Importance

In addition to identifying the level of knowledge, every task in the job roles was evaluated and assigned a value according to the degree of supervision that the individual would require while performing the task.

Description of the scale of independence is as follows:

Can perform this task with quality and with initiative and adaptability to special problem situations.	4
Can perform this task satisfactorily without assistance and/or supervision.	3
Can perform this task satisfactorily but requires periodic supervision and/or assistance.	2
Can perform this task, but not without constant supervision and some assistance.	1

Another dimension of the task, which was considered important, referred to whether the employee should possess the skills and knowledge prior to beginning the job or whether there were skills which would be developed during initial work experience. A scale of importance was assigned to address this need. This scale specifies taks as being prerequisite, critical or enrichment. These terms are defined for the purpose of this book as follows:

Prerequisite

Objectives that represent the existing knowledge or skill which individuals must bring with them to be adequately prepared to enter the job role. These objectives form the basis of the curriculae designed to train students.

Critical

Objectives which are essential for competent performance on the job. These are areas of skill and knowledge which individuals must possess or develop during their work experience. These objectives may have been taught in the educational field or they may be addressed during the orientation and training of new staff.

Enrichment

Objectives which are not essential, but add measurably to a more comprehensive understanding of the job. They also enable the individual to be more skillful and flexible in performance on the job. These areas may become the focus for staff training as they often represent the evolution of the job role.

III METHODOLOGY AND STRUCTURE

The establishment of a common core for the job roles is essential for both the educational institutions and the employing organizations.

There currently exist, in some institutions, separate training programs for a number of related job roles. This core will assist the institutions to assess the degree of similarity between the programs. It should provide clarity between the commonality and uniqueness of the programs, not only in relation to the subject areas but also in terms of the weighting and depth of training required in the specific areas.

For the educational setting, the common core permits the following:

1. the planning of generic training programs which prepare students for a number of job roles;
2. the identification of, and focus on, the unique aspects of specific job roles;
3. long-term planning for upgrading, and additional training of graduates or experienced workers.

For the organization, the common core allows a base upon which:

1. a plan may be constructed for the development of a career ladder;
2. to identify training needs and select training programs which address the needs of several job roles;
3. to plan potential restructuring of roles;
4. to develop common selection criteria for certain aspects of the jobs.

To establish this core content, a task analysis was completed for each of the seven job roles. A cluster analysis was then performed to identify the major areas of commonality across the jobs. Each core cluster was then elaborated upon in terms of their main and enabling objectives.

The semantics of defining various common activities posed a major problem in labeling the common areas. For example, workers in some jobs defined the nature of their involvement with clients as therapy, others called the activity, counselling; still others, client-care. To resolve this issue and arrive at a common acceptable description, the most global terms were used for the major areas. The structure of the common core allows identification of these major areas and establishes a continuum of the skills and level of knowledge across the job roles.

To determine the validity of the common core, a literature search was performed. The search revealed the existance of several task banks which are currently used by program planners in Human Services. Comparison of the major classification systems used in these banks with the common core indicated a high degree of similarity.[1]

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[1] Correctional Manpower Planning, Training and Development Project. Task Bank Development, Carlton University, 1978.

Task Bank Project, School of Social Welfare, University of Wisconsin, Milwaukee, 1978.

Sink, J. Competencies in Rehabilitation & Vocational Counselling, Department of Health, Education & Welfare, 1979.

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COMMON CORE
SKILLS PROFILE CHART

A Client Interactions	A.1 Teaching techniques	A.2 Demonstrate interviewing skills	A.3 Counselling skills	A.4 Assessment skills	A.5 Evaluation process	A.6 Satisfactory termination of client-worker relationship	A.7 Crisis management
B Service Delivery	B.1 Represent client groups	B.2 Client referrals	B.3 Develop resources	B.4 Implement needs analysis			
C Personal and Professional Development	C.1 Perform self assessment	C.2 Stress management on the job	C.3 Career planning	C.4 Ethical behaviour			
D Work Management Skills	D.1 Effective team membership	D.2 Effective time management	D.3 Supervision and training activities	D.4 Documentation and financial responsibility			
E Public Relations	E.1 Act as Ministry representative	E.2 Participate in education and preventative services	E.3 Community liaison				
F Organizations, Policy and Procedures	F.1 Legislation and current policy	F.2 Policy development and implementation	F.3 Policies, acts and changes	F.4 Organizational structure			
G Legal Responsibility	G.1 Court structure and procedures	G.2 Knowledge of the legal process	G.3 Documentation for legal process	G.4 Client's rights and responsibilities			
H Human Development	H.1 Adult learning	H.2 Motivation theory	H.3 Stress management	H.4 Human growth and development	H.5 Family structure and dynamics	H.6 Cultural, social and economic factors	
I Communication Skills	I.1 Communication in written form	I.2 Interpersonal communications	I.3 Group settings				

A CLIENT INTERACTIONS

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 1. Demonstrate the ability to apply a knowledge of teaching techniques.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Explain how attitudes affect learning.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Identify reinforcers of learning.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Identify barriers to learning, e.g. stress	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Explain how a client's situation affects ability to learn.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Identify basic principles of adult learning.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Assess the level of functioning of client to determine required skills.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[4]	[3]	[4]	[4]	[4]	[4]
(g) Negotiate with client the skills to be learned.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[4]	[4]	[4]	[4]	[4]	[4]
(h) Establish goals and time limits.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[3]	[3]	[4]	[4]	[4]	[4]
(i) Establish priorities.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[3]	[3]	[4]	[4]	[4]	[4]
(j) Construct a program designed to teach the required skills or refer client to an existing program.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[3]	[3]	[4]	[4]	[4]	[4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 1. Demonstrate the ability to apply a knowledge of teaching techniques. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Evaluate progress of client using mutually agreed upon indicators.	Scale of Importance Levels of Independence	[E] [2]	[C] [3]	[C] [3]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(l) Provide feedback and support to those being taught.	Scale of Importance Levels of Independence	[E] [3]	[C] [4]	[C] [3]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(m) Prepare written evaluations of performance of those being taught.	Scale of Importance Levels of Independence	[E] [2]	[C] [3]	[C] [3]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(n) Promote client autonomy throughout the relationship.	Scale of Importance Levels of Independence	[E] [3]	[C] [4]	[C] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(o) Positively terminate the teaching relationship.	Scale of Importance Levels of Independence	[E] [3]	[C] [4]	[C] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 2. Demonstrate interviewing skills.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Determine the purpose for the interview.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(b) Review relevant material prior to the interview recognizing any bias that may exist.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(c) Establish, when possible, a setting that is conducive for the interview.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(d) Determine how the environment may affect the interview.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Establish rapport with the client.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(f) Recognize and deal with the effects of positional authority.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(g) Determine how interview style may affect the client.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Establish with the client the purpose for the interview.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(i) Recognize and verify the client's agenda.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(j) Demonstrate flexibility in terms of interview techniques.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 2. Demonstrate interviewing skills. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Use skills that facilitate the interview process. e.g. body language, listening, attending to client's verbal and non-verbal language, etc.	Scale of Importance Levels of Independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(l) Define mutual responsibilities and expectations in closing the interview.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(m) Record information accurately.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 3. Demonstrate counselling skills.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Demonstrate attitude characteristics required to do counselling, e.g. sensitivity, tolerance, non-judgmental, etc.	Scale of Importance Levels of Independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(b) Demonstrate appropriate verbal communication skills: i common language base; ii active-listening; iii clarification; iv use of intonation, inflection and volume; v feedback, etc.	Scale of Importance Levels of Independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(c) Demonstrate appropriate non-verbal communication skills: i eye contact; ii body language; iii facial language, etc.	Scale of Importance Levels of Independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(d) Establish an environment conducive to the counselling session.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(e) Apply a knowledge of cultural and ethnic differences and values.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(f) Utilize a range of techniques: i role-playing ii reality-orientation; iii contracting; iv client-centered counselling.	Scale of Importance Levels of Independence	[C] [2]	[C] [4]	[E] [2]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(g) Acknowledge and support efforts and achievements of clients.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 3. Demonstrate counselling skills. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(h) Select and use motivating reinforcers.	Scale of importance Levels of independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(i) Ensure that client comprehends the consequences of meeting and not meeting responsibilities.	Scale of importance Levels of independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(j) Deal with resistance and hostility.	Scale of importance Levels of independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(k) Ensure that counselling assists the client to become independent, self-directing and improve their quality of life.	Scale of importance Levels of independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(l) Effectively terminate the counselling relationship.	Scale of importance Levels of independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(m) Where appropriate, ensure counselling assists clients to modify attitudes, behaviour and life styles.	Scale of importance Levels of independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 4. Demonstrate assessment skills.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Determine the purpose for the assessment.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(b) Establish the criteria to be used in the assessment.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(c) Review preassessment information, i.e. secondary sources.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(d) Observe a broad range of verbal and non-verbal activity.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(e) Employ appropriate observational techniques.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(f) Distinguish between behaviour description and behaviour evaluation.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(g) Ensure observations are supported by facts.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(h) Identify and/or clarify risk factors.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(i) Identify and/or clarify the presenting problems.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(j) Identify core or central problems.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 4. Demonstrate assessment skills. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Identify the client's personal strengths.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(l) Demonstrate supportive behaviour.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(m) Assess specific situations as required.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(n) Evaluate information in terms of criteria.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(o) Evaluate the assessment process to ensure the objectives were achieved.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 5. Demonstrate the ability to use the evaluation process.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify guides for use in evaluation.	Scale of Importance	[E]	[P]	[E]	[P]	[P]	[P]	[P]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]
(b) Elicit additional information pertaining to the process of evaluation.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]
(c) Establish time lines for the evaluation.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(d) Establish criteria.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[4]
(e) Involve the client as appropriate.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[4]	[2]	[4]	[4]	[4]	[4]
(f) Develop and implement a strategy for evaluation.	Scale of Importance	[E]	[P]	[E]	[P]	[P]	[P]	[P]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]
(g) Determine if goals are being met.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]
(h) Revaluate the process and the goals.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[4]
(i) Predict how the evaluation material may affect those with whom it is shared.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]
(j) Provide feedback to those involved in the evaluation.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[4]	[1]	[4]	[4]	[4]	[4]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 5. Demonstrate the ability to use the evaluation process. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Prepare documentation as required.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[3]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 6. Demonstrate the ability to terminate satisfactorily the client-worker relationship.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Recognize the emotional impact of separation on the client, e.g. anger, denial, grief, etc.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Provide opportunity for the exploration of feelings of both worker and client.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(c) Outline the reasons for termination.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(d) Provide a summation of the process in relationship to the goals.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(e) Reinforce the growth and learning that has taken place.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(f) Inform client of future availability.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]
(g) Inform client of alternate services available.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(h) Assist the client in resolution.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(i) Complete necessary documentation.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]

SPECIFIC AREA: A. CLIENT INTERACTIONS

MAIN OBJECTIVE: 7. Demonstrate the ability to manage crisis situations.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Recognize situations having a crisis potential: I divorce; II separation; III death of a loved one, etc.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Recognize the effects of crisis on individuals.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(c) Recognize one's limitations.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(d) Utilize a variety of crisis intervention techniques, e.g. defusing, redirection, etc.	Scale of Importance Levels of Independence	[P] [3]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(e) Identify and utilize sources for support and referral.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]
(f) Identify and assess the learning that comes from crisis.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]
(g) Recognize and manage one's own crisis situations.	Scale of Importance Levels of Independence	[P] [2]	[P] [2]	[P] [2]	[P] [4]	[P] [4]	[P] [4]	[P] [4]

B SERVICE DELIVERY

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SPECIFIC AREA: B. SERVICE DELIVERY

MAIN OBJECTIVE: 1. Demonstrate the ability to represent client groups, consistant with the role of the public servant.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify the legal and human rights of human service consumers.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Identify the need for representation.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]
(c) Utilize the appropriate technique.	Scale of Importance Levels of Independence	[C] [2]	[C] [2]	[C] [2]	[C] [2]	[C] [2]	[C] [2]	[C] [4]
(d) Utilize other resources to act on the client's behalf.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(e) Assist groups to document their needs.	Scale of Importance Levels of Independence	[E] [1]	[C] [3]	[E] [1]	[C] [3]	[C] [3]	[C] [3]	[C] [4]
(f) Facilitate access to appropriate services.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [4]
(g) Speak on behalf of groups when appropriate.	Scale of Importance Levels of Independence	[E] [1]	[E] [1]	[E] [1]	[E] [1]	[E] [1]	[E] [2]	[E] [2]
(h) Recognize the limits of representation in terms of the job role.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(i) Suggest liaison between groups with similar goals.	Scale of Importance Levels of Independence	[E] [ ]	[C] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]

SPECIFIC AREA: B. SERVICE DELIVERY

MAIN OBJECTIVE: 1. Demonstrate the ability to represent client groups, consistant with the role of the public servant.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify the legal and human rights of human service consumers.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Identify the need for representation.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Utilize the appropriate technique.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[4]
(d) Utilize other resources to act on the client's behalf.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(e) Assist groups to document their needs.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[3]	[1]	[3]	[3]	[3]	[4]
(f) Facilitate access to appropriate services.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[4]
(g) Speak on behalf of groups when appropriate.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[E]
	Levels of Independence	[1]	[1]	[1]	[1]	[1]	[2]	[2]
(h) Recognize the limits of representation in terms of the job role.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(i) Suggest liaison between groups with similar goals.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: B. SERVICE DELIVERY

MAIN OBJECTIVE: 2. Demonstrate the ability to refer clients to appropriate resources.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Determine the resource systems available in the community.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]
(b) Recognize limitations of the resource relative to the problems people may encounter.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]
(c) Identify the unmet needs of clients and the need to refer.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]
(d) Discuss with client the purpose of the referral.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(e) Utilize the steps in the referral process.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(f) Follow-up the referral.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]	[C] [4]

SPECIFIC AREA: B. SERVICE DELIVERY

MAIN OBJECTIVE: 3. Demonstrate the ability to develop resources.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify unmet needs within the community.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[2]	[ ]
(b) Determine if an existing service can meet the need.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Organize a group of people to provide a service not presently existing.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[E]	[C]
	Levels of Independence	[1]	[2]	[1]	[2]	[2]	[2]	[2]
(d) Utilize group skills to participate in community meetings.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(e) Determine one's role in relation to the group.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[2]	[2]
(f) Demonstrate the ability to develop and implement proposals.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[2]	[2]	[2]	[3]

SPECIFIC AREA: B. SERVICE DELIVERY

MAIN OBJECTIVE: 4. Demonstrate the ability to implement a needs analysis.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify the goal or need.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[4]
(b) Identify the sample.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(c) Select or develop measures.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(d) Set criteria levels for measures.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(e) Identify resources required to carry out needs analysis.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Schedule the needs analysis procedures.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(g) Implement procedures.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(h) Compare the results to the criteria.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]
(i) Document the needs analysis process.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[P]	[P]
	Levels of Independence	[1]	[2]	[1]	[1]	[1]	[2]	[3]

C PERSONAL AND PROFESSIONAL DEVELOPMENT

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 1. Demonstrate the ability to perform self-assessment.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Discuss factors involved in the evaluation of performance.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Select an appropriate method for evaluating performance.	Scale of Importance	[E]	[E]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[1]	[1]	[1]	[2]	[2]	[2]	[2]
(c) Include important factors; i.e. attitudes, background, etc., in the assessment process.	Scale of Importance	[E]	[E]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Clarify job expectations and responsibilities.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[1]	[1]	[1]	[2]	[2]	[2]	[2]
(e) Discuss the balance between frustration/ satisfaction as these relate to job functioning.	Scale of Importance	[E]	[E]	[E]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Describe personal strengths and limitations.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Set realistic goals.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[2]	[2]	[2]	[3]	[2]	[3]	[4]
(h) Identify important sources of information in performing self-assessment.	Scale of Importance	[E]	[E]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(i) Actively solicit information to be used in the assessment.	Scale of Importance	[E]	[E]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(j) Be receptive to information received.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 1. Demonstrate the ability to perform self-assessment. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Describe possible discrepancies between perceptions encountered during assessment.	Scale of Importance	[E]	[E]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(l) Discuss methods of dealing with one's limitations.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 2. Demonstrate the ability to effectively manage stress on the job.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Describe how stress manifests itself in individuals, groups and self.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Identify causes of stress indigenous to the job.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Develop a personal strategy for effectively managing stress.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(d) Share responsibility.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(e) Share personal feelings with others when appropriate.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(f) Develop support mechanisms for self.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(g) Seek assistance and support when required.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(h) Maintain a sense of humour.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(i) Separate work from personal life.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(j) Describe methods of evaluating one's approach to manage stress.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[4]	[4]

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 3. Develop and initiate a career plan.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Determine career and personal goals.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Identify learning resources and training opportunities.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Identify training and development needs.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Review literature and learning materials related to the job role.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(e) Determine the factors involved in career planning.	Scale of Importance	[E]	[C]	[E]	[C]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Identify and contact individuals or organizations who may assist in a career plan.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Evaluate continuing education program and provide feedback.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 4. Demonstrate ethical behaviour.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Maintain a non-prejudicial attitude.	Scale of Importance	[P]	PE]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(b) Respect civil and human rights of clients.	Scale of Importance	[C]	[C]	[C]	[C]	[C;	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(c) Demonstrate an attitude of positive regard for clients.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(d) Respect dignity of clients.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(e) Foster growth of client independence.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(f) Show commitment to clients and to the organization.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(g) Inform clients and the community of one's mandated authority.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(h) Discuss the use and abuse of authority in the job role.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Inde endence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(i) Avoid conflict of interest situations.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(j) Identify potential sources of ethical conflict.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: C. PERSONAL AND PROFESSIONAL DEVELOPMENT

MAIN OBJECTIVE: 4. Demonstrate ethical behaviour. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Develop strategies to cope with ethical conflict.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[3]	[3]	[4]	[4]
(l) Maintain confidentiality according to ministry policy.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(m) Inform clients of situations where one may be required to disclose information.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[4]	[4]

D WORK MANAGEMENT SKILLS

SPECIFIC AREA: D. WORK MANAGEMENT SKILLS

MAIN OBJECTIVE: 1. Participate as an effective team member.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify key indicators of an effective functioning team.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Discuss methods of encouraging team participation.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Clarify goals and objectives of the team.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(d) Clarify roles and expectations of various team members.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(e) Maintain open and effective communication with other team members on a regular basis.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[4]	[4]	[4]	[4]	[4]	[4]	[4]
(f) Accept and discharge responsibilities in team activities.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(g) Acknowledge the individual working styles and skills of others.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Provide support to co-workers.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(i) Promote morale among co-workers.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[4]	[4]
(j) Assist new staff with integration into the team.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[2]	[2]	[2]	[2]	[3]	[4]	[4]

SPECIFIC AREA: D. WORK MANAGEMENT SKILLS

MAIN OBJECTIVE: 1. Participate as an effective team member. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(k) Recognize when supervision or consultation is required.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(l) Chair-team meetings when required.	Scale of Importance	[E]	[C]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[2]	[3]	[2]	[3]	[3]	[3]	[3]

SPECIFIC AREA: D. WORK MANAGEMENT SKILLS

MAIN OBJECTIVE: 2. Demonstrate skills required to manage time effectively.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify efficient and inefficient use of time in one's work.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Determine methods that contribute to effective time management.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Develop a system for organizing the workload and coordinating activities.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[3]	[4]
(d) Set priorities for services.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[2]
(e) Structure delivery of service to satisfy priorities.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[2]
(f) Effectively use the service and skills of others.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[4]
(g) Use appropriate methods for time efficiency; i.e. phone, photocopies, etc.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[4]
(h) Determine work-flow trends internally and externally.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[3]	[3]

SPECIFIC AREA: D. WORK MANAGEMENT SKILLS

MAIN OBJECTIVE: 3. Participate in supervision and training activities.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Participate in the orientation and supervision of students/volunteers as required.	Scale of Importance Levels of Independence	[E] [1]	[E] [1]	[E] [1]	[E] [2]	[E] [2]	[E] [2]	[E] [3]
(b) Model the standards, goals and behaviour expected of staff in performance of their duties.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[P] [4]	[P] [4]
(c) Provide on-going support and encouragement to trainees.	Scale of Importance Levels of Independence	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[P] [4]
(d) Provide feedback to trainees.	Scale of Importance Levels of Independence	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[E] [3]	[P] [4]
(e) Participate in evaluation of trainees.	Scale of Importance Levels of Independence	[E] [1]	[E] [1]	[E] [1]	[E] [2]	[E] [2]	[E] [3]	[P] [4]
(f) Use supervision effectively; ensure time is properly used and objectives met.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]	[C] [3]

SPECIFIC AREA: D. WORK MANAGEMENT SKILLS

MAIN OBJECTIVE: 4. Prepare documentation and assume financial responsibility.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Demonstrate familiarity with forms and documents required to be completed in performance of the job.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(b) Assure accuracy, completeness of information and submit within the required time period.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(c) Distinguish between facts and opinions.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Access information from various sources; i.e. fiche, computer.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(e) Obtain required authorization or signatures.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Verify information provided.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Correct errors in documents.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Assume responsibility for financial management if required.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(i) Demonstrate basic knowledge of budgeting practice.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(j) Determine audience of reports and use correct reporting forms and procedures.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

E PUBLIC RELATIONS

SPECIFIC AREA: E. PUBLIC RELATIONS

MAIN OBJECTIVE: 1. Act as a representative of the Ministry of Human Resources in the community.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Describe the philosophy of the Ministry in terms of its purpose and intent.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Describe ministry policy and programs relevant to one's job role.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Represent the Ministry within the scope of one's job role.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[3]
(d) Adhere to policy guidelines when representing the Ministry.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Interpret ministry policy and programs to the community as required.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[3]
(f) Describe situations where consultation with other ministry personnel is required.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Present a positive and professional image while representing the Ministry.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Provide feedback to the system re: representation experience.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(i) Respond properly whenever possible.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[2]	[3]	[3]	[3]	[3]	[3]	[3]
(j) Respond with courtesy and tact.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]

SPECIFIC AREA: E. PUBLIC RELATIONS

MAIN OBJECTIVE: 1. Acts as a representative of the Ministry of Human Resources in the community. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Workor	District Super.
(k) Answer inquires concisely and clearly.	Scale of importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(l) Insure that responses are accurate.	Scale of importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]

SPECIFIC AREA: E. PUBLIC EDUCATION

MAIN OBJECTIVE: 2. Assume an active role in public education and preventative services.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Participate in preventative services; i.e. helpline.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[1]	[1]	[1]	[1]	[1]	[2]	[3]
(b) Assist in planning public education programs.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[E]
	Levels of Independence	[1]	[1]	[1]	[1]	[1]	[2]	[3]
(c) Speak to community groups.	Scale of Importance	[E]	[C]	[E]	[E]	[E]	[C]	[P]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(d) Act as a resource to students.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[P]
	Levels of Independence	[2]	[2]	[2]	[2]	[2]	[2]	[3]
(e) Attend public meetings and conferences.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[E]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]

SPECIFIC AREA: E. PUBLIC RELATIONS

MAIN OBJECTIVE: 3. Develop an effective liaison role with groups or individuals in the community.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Identify those organizations which can benefit clients or caregivers.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Establish and maintain communication with these organizations.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[4]
(c) Communicate one's role and responsibility to these organizations.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[3]
(d) Utilize community contacts to aid self, clients or caregivers.	Scale of Importance	[E]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[3]	[3]	[3]	[3]	[3]	[3]	[4]
(e) Discuss the importance, availability and utilization of community resources.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

F ORGANIZATIONS, POLICY, AND PROCEDURES

SPECIFIC AREA: F. ORGANIZATIONS, POLICY AND PROCEDURES

MAIN OBJECTIVE: 1. Demonstrate a knowledge of legislation and current policy.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Differentiate between acts, regulations and policy.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(b) Identify acts, regulations and policy that effects the job role.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(c) List additional acts and policies relevant to the service delivery of the Ministry.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]
(d) Distinguish between statutory and non-statutory services.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(e) Explain the purpose and content of relevant acts.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]

SPECIFIC AREA: F. ORGANIZATIONS, POLICY AND PROCEDURES

MAIN OBJECTIVE: 2. Demonstrate a knowledge of policy development and implementation

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Summarize the process of policy development in the government.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Explain the job role in relation to its impact on policy development.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[E]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Explain the intent of policy for the delivery of social services.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Identify discretionary aspects of policy.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Identify sources for the interpretation of policy.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Describe the impact of legislation and policy on client groups.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: F. ORGANIZATIONS, POLICY AND PROCEDURES

MAIN OBJECTIVE: 3. Maintain a current knowledge of policies, acts and their changes.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Incorporate amendments to policy.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Read and follow changes in policy and practice.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[3]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Seek consultation regarding discrepancies in policy and procedures.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[3]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Read and interpret all relevant policy and procedures manuals and resource materials.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[2]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Recognize the impact of amendments in terms of implications for action.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Recognize that interpretation of policy may vary across regions.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Document effects of policy for purpose of feedback to the system.	Scale of Importance	[C]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
	Levels of Independence	[4]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: F. ORGANIZATIONS, POLICY AND PROCEDURES

MAIN OBJECTIVE: 4. Demonstrate a knowledge of organizational structure.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Describe the organizational structure of the ministry.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Recognize the levels of authority and the appropriate procedures to follow.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Describe the channels of communication.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Recognize informal practice and procedures that exists within the organization.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Discuss the current philosophy and goals of the Ministry.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Describe how the philosophy and goals are reflected in the delivery of service.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[C]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Discuss the role of the public servant.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Describe the working contracts relevant to the job role.	Scale of Importance	[C]	[C]	[C]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[4]	[4]

G LEGAL RESPONSIBILITY

SPECIFIC AREA: G. LEGAL RESPONSIBILITY

MAIN OBJECTIVE: 1. Demonstrate a knowledge of court structure and procedures.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
a) Describe various courts and their jurisdictions.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
b) Explain terminology used in the court process.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
c) Describe dress codes and behaviours appropriate to court.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
d) Describe basic court protocol and procedure.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
e) Use knowledge to prepare clients for court appearance.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [4]	[P] [4]
f) Describe ministerial policy related to court appearance and documents.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]

SPECIFIC AREA: G. LEGAL RESPONSIBILITY

MAIN OBJECTIVE: 2. Demonstrate a knowledge of the roles and responsibility of those involved in the process.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Explain the role of various people involved in court.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Describe the relationship between legal council and the Ministry.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Obtain precourt consultation to clarify roles and responsibilities.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[1]	[2]	[3]
(d) Explain to clients the court process and their role.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Define evidence as described in the Canada Evidence Act or as directed by the Judge.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Provide support to clients who attend court.	Scale of Importance	[E]	[E]	[E]	[C]	[C]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[3]	[3]	[4]	[4]
(g) Recognize local differences in court.	Scale of Importance	[E]	[E]	[E]	[E]	[E]	[C]	[C]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: G. LEGAL RESPONSIBILITY

MAIN OBJECTIVE: 3. Prepare documentation for the legal process.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Explain how written reports may be used as legal documents.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(b) Identify commonly used legal forms and interpret these to clients.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(c) Insure that documents required in the legal process are accurate and complete.	Scale of Importance Levels of Independence	[3] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]

SPECIFIC AREA: G. LEGAL RESPONSIBILITY

MAIN OBJECTIVE: 4. Describe the legal rights and responsibility of clients.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Explain to clients the rights and obligations of clients and workers.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[C] [ ]
(b) Describe the ministry procedure for obtaining legal council.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]
(c) Describe the legal supports available to clients, i.e. legal aid, court workers.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]
(d) Maintain one's knowledge of legal issues which impact on the job.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]

H HUMAN DEVELOPMENT AND
BEHAVIOUR

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SPECIFIC AREA: H HUMAN DEVELOPMENT BEHAVIOUR

MAIN OBJECTIVE: 1. Demonstrate a knowledge of how adults learn.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Explain how attitudes affect learning.	Scale of importance Levels of Independence	[C] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Identify reinforcers of learning.	Scale of importance Levels of Independence	[C] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(c) Identify barriers to learning; i.e. stress.	Scale of importance Levels of Independence	[C] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(d) Explain how a client's situation influences their readiness to learn.	Scale of importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[ ] [ ]	[ ] [ ]

PECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

AIN OBJECTIVE: 2. Demonstrate a knowledge of motivation theory.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
a) Identify indicators of motivation i.e. an expressed desire or need.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
b) Describe the effects of circumstances on motivation i.e poverty.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
c) Recognize that the degree of motivation varies with the individual.	Scale of Importance Levels of Independence	[C] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]

SPECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 3. Deal effectively with people experiencing change and stress.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Recognize that change can cause varying degrees of stress.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(b) Describe ways to support people who are experiencing the effects of change.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(c) Recognize that stress may result in extreme behaviours.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(d) Recognize that individuals deal with stress differently.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(e) Describe ways of responding to extremes of behaviour.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(f) Identify supports available to workers and clients.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[P] [ ]
(g) Recognize instances which require additional information about clients.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[ ] [ ]	[ ] [ ]
(h) Demonstrate the ability to deal effectively with angry individuals.	Scale of Importance Levels of Independence	[C] [4]	[C] [4]	[C] [C]	[C] [4]	[C] [4]	[P] [4]	[P] [4]

SPECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 4. Demonstrate a knowledge of the stages of human growth and development.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Summarize the various stages of development.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Describe how heredity and early experience can effect normal development.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Discuss several developmental theories i.e Peaget, Erickson, etc.	Scale of Importance	[E]	[E]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Describe behaviour related to various developmental stages.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Distinguish between normal and abnormal behaviour.	Scale of Importance	[E]	[E]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Recognize that abnormal behaviour may result from abnormal circumstances.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[ ]	[ ]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 5. Demonstrate a knowledge of family structure and dynamics.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Describe different types of family patterns.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Develop a working definition of family that includes members as friends and extended members.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(c) Identify roles and functions of family members.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[ ] [ ]	[ ] [ ]
(d) Describe the effects of trauma and/or stress on family functioning.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(e) Explain the significance of family history on family functioning.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(f) Recognize typical behaviour which may be exhibited by families expressing stress.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(g) Describe the coping responses of families experiencing stress.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(h) Discuss the effects on the family by separation of family members.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [4]	[P] [4]
(i) Describe the impact of substitute care on children and families.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(j) Determine internal and external resources available to the family.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[ ] [ ]	[ ] [ ]
(k) Explain significant stages in family development and the concomitant changes of individual family members.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]

SPECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 5. Demonstrate a knowledge of family structure and dynamics. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(1) Discuss the relationship of family structure and support system to the individual member's situation.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[ ]	[ ]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: H. HUMAN DEVELOPMENT AND BEHAVIOUR

MAIN OBJECTIVE: 6. Demonstrate an awareness of cultural social and economic factors on behaviour.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	Distr Super
(a) Discuss cultural differences and roles as they effect intervention.	Scale of Importance Levels of Independence	[C] [ ]	[ ] [ ]	[E] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(b) Discuss how cultured scorns affect attitudes and behaviour.	Scale of Importance Levels of Independence	[C] [ ]	[P] [ ]	[E] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(c) Describe historical events that may have influenced cultural behaviours.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[C] [ ]	[C] [ ]	[P] [ ]	[P] [ ]
(d) Explain how social and economic factors effect individual and group behaviour.	Scale of Importance Levels of Independence	[E] [ ]	[C] [ ]	[E] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(e) State examples of various forms of prejudice and discrimination.	Scale of Importance Levels of Independence	[E] [ ]	[P] [ ]	[E] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(f) Explain the process involved in identifying ethnic and cultural groups in the service area.	Scale of Importance Levels of Independence	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]	[E] [ ]
(g) Describe how multi-cultural concerns have been considered in the development of policies, programs and services of the Ministry.	Scale of Importance Levels of Independence	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]	[ ] [ ]

I COMMUNICATION SKILLS

ECIFIC AREA: 1. COMMUNICATION SKILLS

IN OBJECTIVE: 1. Demonstrate the ability to communicate effectively in a written form.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
) Choose appropriate format for written communication.	Scale of Importance Levels of Independence	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]
) Recognize and use appropriate language and terminology.	Scale of Importance Levels of Independence	[P] [3]	[P] [2]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]
) Use correct grammer, spelling and punctuation.	Scale of Importance Levels of Independence	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]
) Be clear and concise.	Scale of Importance Levels of Independence	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]
) Identify in written material content that is subjective/objective.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]

SPECIFIC AREA: 1. COMMUNICATION SKILLS

MAIN OBJECTIVE: 2. Demonstrate effective interpersonal communications.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Be clear and concise in verbal communications.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(b) Use language and terminology appropriate to the audience.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(c) Identify causes of communication breakdown.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(d) Use knowledge of non-verbal communication to enhance interpersonal relationships.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(e) Describe behaviours that impede or facilitate communication.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(f) Develop attitudes that facilitate communications; i.e. receptiveness, respect, tolerance.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(g) Recognize the need for interpersonal boundaries when discussing sensitive issues.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]
(h) Describe the effect of setting on communications.	Scale of Importance	[E]	[C]	[C]	[P]	[P]	[P]	[P]
	Levels of Independence	[2]	[3]	[3]	[4]	[4]	[4]	[4]
(i) Allow others to express themselves fully and comfortably.	Scale of Importance	[P]	[P]	[P]	[P]	[P]	[P]	[P]
	Levels of Independence	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]	[ ]

SPECIFIC AREA: 1. COMMUNICATION SKILLS

MAIN OBJECTIVE: 2. Demonstrate effective interpersonal communication. (continued)

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabil-itation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(j) Use silence effectvely.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(k) Provide appropriate feedback.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(l) Identify resistance in communications and specify methods of coping with or overcoming it.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(m) Assess effectiveness of communication in a range of situations.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]

SPECIFIC AREA: 1. COMMUNICATION SKILLS

MAIN OBJECTIVE: 3. Function effectively in group settings.

ENABLING OBJECTIVES	DIMENSION	Financial Assistance Worker	Rehabilitation Officer	Health Care Worker	Family Support Worker	Child Care Couns.	Social Worker	District Super.
(a) Apply a knowledge of group development and dynamics to effectively participate in groups.	Scale of Importance Levels of Independence	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]	[P] [3]
(b) Describe common roles fill in the group process; i.e. leadership, supporting members, scapegoats.	Scale of Importance Levels of Independence	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]	[P] [ ]
(c) Discuss situations in one's work where the use of a group is applicable.	Scale of Importance Levels of Independence	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]	[C] [ ]
(d) Plan, organize and establish a working group.	Scale of Importance Levels of Independence	[C] [2]	[C] [3]	[C] [3]	[C] [4]	[C] [4]	[C] [4]	[C] [4]
(e) Facilitate a group in all stages of its development.	Scale of Importance Levels of Independence	[C] [3]	[C] [3]	[C] [3]	[P] [4]	[P] [4]	[P] [4]	[P] [4]
(f) Participate as an effective group member.	Scale of Importance Levels of Independence	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]	[P] [4]